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ABSTRACT

This volume is designed to supplement materials teachers have chosen to use in teaching Colorado and community history. The materials are not a complete history of Colorado or a complete textbook; instead, teachers are provided with 14 teaching activities for use in elementary and secondary social studies or history classes. The book is divided into three sections. Section one contains a series of introductory activities on personalizing history and familiarizing students with their state and its history. Section two focuses exclusively on community and local history activities. The third section is designed to spur students' interests in the multicultural makeup of their state as well as to illustrate Colorado's interdependence with the rest of the world. Each activity is presented with a short introduction, objectives, grade level, time required, materials needed, procedure to follow, and debriefing or follow-up suggestions. All necessary teacher instructions, handouts, and master sheets are included. An annotated bibliography about Colorado's history, the handouts, and an evaluation questionnaire conclude the book. (Author/JR)

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History Series, Volume 1
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TEACHING ABOUT COLORADO AND COMMUNITY HISTORY

by

Gary R. Smith

SP 010 216

Center for Teaching International Relations
Graduate School of International Studies
University of Denver
Denver, Colorado 80208

1977

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The Center for Teaching International Relations is a joint project of the School of Education and the Graduate School of International Studies of the University of Denver and the Center for Global Perspectives in New York. Since 1968 the Center's broad goal has been to improve the teaching of international/intercultural studies at the pre-collegiate level in the Rocky Mountain Region. To effect this, the Center has instituted five programs: (1) Teacher Workshops, designed to demonstrate and create teaching materials and strategies; (2) Academic Courses, for substantive and methodological approaches to global problems; (3) Curriculum Units; (4) Materials Distribution Center, to service the needs of teachers and community leaders; and (5) Consultation Services, to aid in implementing global perspectives in school systems.

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This volume contains all teacher instructions and most student materials necessary for classroom use.

This experimental volume is being sold at cost for purposes of evaluation.

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1977

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Special thanks to Nancy Dille, CTIR editor, for her careful editing of this volume. Also, thanks to George G. Otero whose constant input and discussion are an integral part of this work.

Despite the above acknowledgments, I alone am responsible for the materials presented here and for whatever shortcomings this book may have.

Gary R. Smith

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INTRODUCTION TO TEACHERS

This volume is designed to supplement whatever materials teachers have chosen to use in teaching Colorado and community history in elementary and secondary grades. It is not intended as a complete textbook, nor is it a history of Colorado. Instead, teachers can choose applicable activities from this volume to use with textbooks and other materials on state and local history.

Fourteen teaching activities are contained in the volume. Within the activities are a wealth of suggestions and strategies on state and local history. Teachers should feel free to select the activities they feel would best complement their objectives and materials. Also, they should alter activities in any way and change the content to fit their instructional needs.

All necessary teacher instructions, handouts, and master sheets are included. You need not purchase separate booklets. The master sheets are together at the back of the book and perforated for ease of duplication.

Additional CTIR curriculum materials may be of interest to teachers of Colorado history. HISTORIC DENVER FOR KIDS contains information about 70 historic sites in the Denver metropolitan area. HISPANIC FOLK SONGS OF THE SOUTHWEST: AN INTRODUCTION and HISPANIC FOLK SONGS OF THE SOUTHWEST FOR BILINGUAL PROGRAMS are two units that use music for teaching students about ethnic history (cassette tapes are included with the units).

Format

This book is divided into three sections.

Section One. HISTORY, YOU, AND COLORADO contains a series of introductory activities on personalizing history and familiarizing students with their state and its history. Activities are included to get students thinking about their own relationship to history and to Colorado. Map skills and knowledge of geography are stressed in several activities.

Section Two. YOUR COMMUNITY IN COLORADO focuses exclusively on community and local history and activities. Lessons include asking students to gather data and write a history of their town or community. The section also includes a series of community tasks to better acquaint students with the neighborhoods in which they live. Field trips are emphasized.

Section Three. COLORADO: ITS LIFE STYLES AND THE WORLD is designed to spur students' interests in the multicultural makeup of their state as well as to illustrate Colorado's interdependence with the rest of the world. Students look at ideal versus typical Coloradoans and must consider the future when putting together a time capsule.

Each activity is presented with a short introduction, objectives, grade level, time required, materials needed, procedure to follow, and debriefing or follow-up suggestions. For some activities a model is described with accompanying suggestions for varying the model. The suggestions may give you additional ideas for adapting the model to fit your students' needs.

An annotated bibliography lists some interesting books about Colorado's history. They can be used to provide you with state and local history content, or they can be assigned to students as readings.

Objectives

The activities in this book attempt to reach objectives in three areas--discovery skills, values and value analysis, and recognition and knowledge about Colorado and the community.

Discovery Skills. Skills emphasized in the activities are as follows:

1. Collection of data, information, and artifacts
2. Reduction of data
   a. analysis
   b. interpretation
   c. synthesis
   d. application
   e. evaluation
   f. generalization
3. Hypothesis formation
4. Decision making

No single activity deals with all of these skills. However, many of the lessons include emphasis on one or more of them.

Values and Value Analysis. Objectives are as follows:

1. Assessing the role of life style, culture, perception in forming judgments about one's state and community.
2. Valuing human diversity, especially cultural and life style diversity.

3. Verbalizing value positions when appropriate.
4. Examining images and values in the light of new evidence.
5. Acting on values in light of new consciousness about Colorado, personal history, and the community.

Knowledge and Recognition. These objectives include:

1. Students will be exposed to a variety of data about their state's history, its present issues, and their community's past and present.
2. Students will recognize various forms of data and their use in historical writing and analysis.

Teaching Strategies

The activities in this book depart from the standard expository didactic approaches found in most curriculum materials. Whenever possible, students are presented with opportunities to discover their own biases, histories, and roles in their state and community. Moreover, the variety of strategies employed departs from the "read and recite" format of many state history materials.

Some activities employ discussion as their primary teaching strategy. However, instead of simply giving students a topic or issue to discuss, these lessons provide an activity or starter exercise to spur student interest in the topic or issue. Discussion can then proceed with more enthusiasm. Other teaching strategies include data collection, interviews, use of community resources, decision-making games, pictorial data analysis, role play, and field experience.

When and Where to Use the Activities

Many of the activities are designed to be used with students in all grades, K-12. They do not require a great deal of verbal skill ability and, hence, can be used in early elementary classes.

Most of the activities should be used on a voluntary basis with students. Delving into one's own past and family history should not be forced on students. Rather, they should be allowed to decide if and to what extent they will participate in the activities.

This book is appropriate for elementary state and local history units and courses. It is also suitable for middle and junior high school social studies and Colorado history courses as well. Nearly all of the materials would be useful in social studies courses in senior high schools.

We feel that these activities can be applied to the study of any state with only slight variation. For instance, the activity about Spanish influence in Colorado ("Spanish Place Names" on page 25) can be adapted easily to French-Canadian influence in Maine or to Dutch influence in New York.

Evaluation

These materials have been used with a great deal of success by many teachers. It is our intention to continue revising and adding to the book whenever time permits. We have enclosed an evaluation sheet to encourage you to give us feedback and suggestions. Your input will be greatly appreciated.

SECTION ONE

HISTORY, YOU, AND COLORADO

ACTIVITY WHICH ASKS STUDENTS TO PAIR OFF AND WRITE BIOGRAPHIES OF EACH OTHERS' LIVES.

Title: THIS IS YOUR LIFE

Introduction:

In a recent article in LEARNING MAGAZINE, Page Smith pointed out that students do not "study" history, they are history.* Unfortunately, for too many years history has meant little more to students than studying about somebody else's life and times. History--whether world, regional, national, state, or local--has been too often composed of names, places, and dates about others. Hence, the subject of history remains boring, irrelevant, and unimportant.

There is a cognitive problem with most history as taught in schools. Most students simply have not lived long enough to develop a time-space frame of reference that means something to them. What does it mean to seven-year-olds to talk about someone who lived in 1827 while they might be having trouble understanding how long an hour is at that very moment?

This activity helps students break through some of the time-space problem by placing them in a situation where they are forced to think about their personal time-space reference. It is an attempt to get students used to the idea that time and space can be meaningful to them, at least in a personal context. Further, the activity can illustrate to students that history is not just remote pieces of information in books, but that it includes their daily experiences.

Objectives:

To write the personal history of a fellow student.

To place students into personal time-space references.

Grade Level: 2 and older

Time: 30 minutes approximately

Materials: Paper and pencil, or cassette tape recorders for young students

*Page Smith, "Students Don't 'Study' History, They Are History," LEARNING MAGAZINE (January, 1977).

Procedure:

Step 1. Ask students to pair off.

Step 2. Explain that each student is to write or record the story of their partner's life. Ask one student in the pair to interview his/her partner. Allow about 10 minutes for this step.

Step 3. After 10 minutes, ask the pairs to switch roles. In other words, the person who was interviewed in Step 2 will now interview his/her partner for the next 10 minutes.

Debriefing:

Students often ask each other questions that involve personal relationship to time and space. For example: What do your father and mother do for a living? How long have you lived in your house? What country did your ancestors come from? These questions place the students who are being interviewed into a time-space frame of reference that, perhaps, they have not thought about before. The following discussion questions could help your students better understand their own histories.

1. Ask for volunteers to read or play back the questions and answers that were asked and answered during the interviews.

2. Ask to what extent Colorado--its past and present--is in anyway a part of the biographies. (Have many relatives lived in Colorado for a long time? Has the student lived most of his/her life in Colorado? Does the student like where he/she lives? If the person would prefer to live somewhere else, where would it be and why? Etc.)

3. Ask what type of questions students asked of each other during the interviews. List the types of questions on the chalkboard. (For example, "when" questions, "where" questions, and "how long" questions.)

4. Ask what the students learned about each other from doing this activity and the debriefing.

Follow-up Possibilities:

1. Discovery of how much of students' histories took place and is taking place in Colorado. In other states.

2. Discovery of multicultural makeup of class.

3. Linkage with "external" events. For instance, a biography of a Japanese American could provide the teacher with an opportunity to explore Japanese culture and the relocation of Japanese during World War II. Remember, there was an internment camp located in Colorado. (Obviously, depending on the sensibilities of the student being discussed, you might want to handle such a follow-up with utmost discretion.)

AS A FOLLOW-UP TO THE BIOGRAPHIES STUDENTS DID IN "THIS IS YOUR LIFE," THIS ACTIVITY TRACES BRANCHES OF THEIR FAMILY TREES.

Title: FAMILY TREE

Introduction:

Another step in the direction of personalizing history is to ask students to begin to fill in the branches of their own family trees. The family tree is simply a graphic way of bringing history alive because it is a picture of the students' ancestors. Moreover, they can begin to tie in the influences of Colorado on their own past if their heritage has been in this state.

This activity should be done only on a voluntary basis. A student's past and relatives are his/her personal business. Accordingly, the students should be allowed to disclose as little or as much as they determine appropriate.

Objectives:

To obtain a graphic record of students' ancestors.

To personalize the study of the history of Colorado and the community.

Grade Level: 2 and older

Time: 2 hours approximately

Materials: Handout 1, Family Tree

Procedure:

Step 1. Ask how many of the students in the class would be interested in tracing their family's histories. To those who indicate an interest, distribute copies of the handout. Give each student two or three copies of the handout to allow for mistakes or additional information.

Step 2. Ask students to put their names and the names of all the relatives they can think of on the tree. Much of this work will have to be done at home with the help of parents and other relatives. The activity is performed best when students can obtain small photos of their ancestors and paste them on the handout. Sources of information about distant relatives that you can suggest using are: cemetery (Sexton) records, family Bibles, family albums, church records, federal census records, old letters, town and county records, and interviews with elder relatives.

Debriefing:

1. What stories about Colorado in the "olden days" can some of the members of your class tie in with what they found out about their family trees?

2. Some students will be anxious to disclose what they have found out about their ancestors. Give them an opportunity to tell their stories.

STUDENTS BEGIN TO EXTERNALIZE ABOUT COLORADO IN THIS ACTIVITY. STILL, THE USE OF OLD PHOTOS TO INTRODUCE STUDENTS TO COLORADO'S PAST SEEMS TO BRING HISTORY ALIVE FOR MANY STUDENTS.

Title: COLORADO'S PAST IN PICTURES

Introduction:

Old pictures can provide an interesting source for students to examine in learning about their state. This activity suggests just a few of the hundreds of ways such data can be used. Therefore, do not limit your class only to the pictures we have included about Colorado in this volume. Ask them to bring in old photographs from home (some of the photos they collected for doing the "family tree" would be excellent), copy the pictures in their textbooks, or collect pictures from libraries or the Colorado State Historical Society.

Objectives:

To recognize the many uses of pictorial data to learn about Colorado's past.

To infer about life styles, levels of technological development, etc. from photos of Colorado's history.

Grade Level: All levels for most of the suggestions

Time: Varies according to which and how many of the activities students and teacher wish to do.

Materials: Photos on pages 55-65 of this book; collections of pictures of Colorado history from a variety of sources, including those from students and their families.

Procedure:

The procedure is stated in the following list of suggestions. Choose which of the suggestions you and the class believe would be most beneficial.

Suggestion 1:

Divide class into groups of 4 or 5 students. Give each group a stack of 8-10 pictures. Ask students to concentrate on discussing the following questions in their groups. It would be a good idea to write the questions on the chalkboard.

1. What things (inventions, etc.) do you think the people living at the time these pictures were taken did not have? How do you know? How would you go about checking on this?

2. In what time period (decade) were the pictures taken, or how old do you think each of the scenes is? What things about each picture led you to make the guesses that you made? (Electric lights, how the cars looked, the quality of the photograph itself, etc. Note: this should provide the teacher with a lot of information about how people who are the age of those in the class determine what is old and what is historical.)

3. What statements can your group make about the way people lived at the time these pictures were taken? (What did the people do for recreation? How did children behave in school? Did people work harder or less in those days? Did they go to church/school/shopping more or less than we do today?) How do you know these things? How could you find out more about the ways people lived in the "olden days" in Colorado?

4. Discuss each group's responses with the entire class.

Suggestion 2:

Divide students into groups of 4 or 5, and distribute a stack of pictures to each group. Ask students to place their pictures in chronological order, from left to right (i.e., oldest picture on the left, most up-to-date on the right). Ask groups to circulate around the room and look at how other groups arranged their stacks. In a class discussion, ask each group to talk about what clues in each picture made students place the pictures in the order that they did.

Suggestion 3:

Give each student one picture to study. Allow about five minutes for each student to study his/her picture. Then, ask students (voluntarily, of course) to explain to the rest of the class the following items. Again, it would help to write these on the chalkboard ahead of time.

1. How old is the picture and why do you think so?

2. What was life like for people in the picture?

3. Would you prefer to live "in the picture"; that is, during those times or today? Why?

Suggestion 4:

Take the packet of pictures provided in this book and use them as flash cards in the following manner:

1. DO NOT tell students that the pictures are all of Colorado.

2. Suggest that students take out a sheet of paper, divide it into two columns, label the left-hand column "Colorado" and label the right-hand column "Not Colorado." As you go through the pictures, students simply place the number of the picture in the appropriate column.

3. Hold up each picture so the class can see it (you may have to walk around the room). Allow about 10 seconds for students to look at each picture. Go through the entire packet, but as you hold up each picture ask students to write down whether or not they think the picture was taken in Colorado.

4. After you've gone through the packet and students have responded in the columns, explain that <u>all</u> of the pictures are of Colorado.

The debriefing of this activity is crucial and can be productive in terms of bringing out student images of their state. Here are some questions you might wish to ask:

a) For which numbers (pictures) was there most agreement on whether the picture was or was not "Colorado"? (Show the pictures you are discussing, of course.) What is it about the pictures that made students respond as they did? (In other words, what images do they carry in their heads about what "is" or "is not" representative of Colorado?)

b) Ask students what they learned about their state from this activity. (Hopefully, some will learn a lot more of the life styles, land, industry, people, cultures, etc. in their state than they had realized previously.)

<u>Suggestion 5</u>:

List the following categories on the chalkboard in a column:

Recreation; Colorado's scenery; industry; life style; mining; history; farming; work; cities; farms; transportation; ranching; everyday living; education; weather or climate; religion; other categories (generated by the students)

Then hold up each picture and ask students to respond <u>orally</u> about which category or categories they would place each picture into. This can lead to an interesting discussion about the differing perceptions that students have, what the categories represent, and what limitations the categories have. You may find your students creating a few of their own categories. Allow time for students to talk about the pictures and categories among themselves in order to probe each others' thoughts and perceptions.

<u>Further . . .</u>

Ask students to think of other ways to use the pictures in learning about Colorado. Try as many of their ideas as you and your class have time for.

Key to Pictures

1. Telluride (1880s)
2. Trinidad (c. 1940)
3. Young truck gardener with cauliflower, southern Colorado (c. 1940)
4. A consolidated school somewhere in rural Colorado (c. 1940)
5. Western slope farm family (c. 1940)
6. Cripple Creek (c. 1890)
7. San Pablo, a Spanish-American community (c. 1940)
8. Farm family in western Colorado (c. 1940)
9. Beet field worker with topping knife (c. 1940)
10. Leadville and Continental Divide
11. Wagon train corraling in Denver street (1866)
12. Dry land farmer, southeastern Colorado

Note: You should cut each page in half so that pictures can be handled individually.

AS ANOTHER PICTORIAL DATA SOURCE, POSTCARDS ARE USED IN THIS ACTIVITY TO TEACH ABOUT AND INTRODUCE COLORADO TO STUDENTS.

Title: COLORADO POSTCARD ACTIVITIES*

Introduction: Postcards are an easily available source of data about Colorado. Sanborn Souvenir Co., 3650 Osage, Denver, Colorado, and The Nostalgia Shop, 2431 S. University, Denver, Colorado, have a supply of over 8,000 postcards on Colorado. The latter business carries many postcards that date back to the 1930s, 1940s, and 1950s. In addition, local drugstores and dime stores usually carry fairly large inventories of Colorado postcards.

However you obtain your collection of postcards, five activities are suggested below that you can use with students to better acquaint them with their state. Perhaps you and your students can think of other ways to use this data.

Objectives:

To write stories based on perceptions of Colorado; to improve writing skills and to spur imagination.

To compare students' images of Colorado with their images of other states.

To choose images of Colorado that students think are "representative" of the state.

To create categories and discuss the function of categorization.

To examine and question the kind of data contained in postcards.

Grade Level: 4-12 for suggestions 1, 2, and 5; K-12 for suggestions 3 and 4

Time: Varies with each suggestion

Materials: Collection of Colorado postcards (50 minimum), collections from other states for Suggestion 4, and Colorado highway maps for Suggestion 5

*Suggestions 1-3 were adapted from ideas developed by George G. Otero. Suggestion 4 was adapted from an idea developed by H. Thomas Collins.

Suggestion 1 - "Write a Story" - Version 1:

1. This is a creative writing assignment. Pass out one postcard to each student.

2. Ask students to write a story based on their postcard.

3. Ask students to share their stories in class.

Follow-up: Some points you might want to emphasize are
1) Does your story have a title, beginning, body, and conclusion?
2) What personal experiences motivated the writing of your story?
3) Have you been to the place on your postcard?
4) If so, did that experience influence your story?

Suggestion 2 - "Write a Story" - Version 2:

1. Pass out one postcard to each student.

2. Ask students to look at their postcards and write stories about them. Each story should have a title.

3. Allow students to write for about five minutes. Then, say STOP! Students should stop writing wherever they are in their stories.

4. Tell students to trade postcards with each other. Then, ask them to continue their stories using their newly acquired postcards. Repeat Step 3.

5. Tell students to trade postcards again. Then, ask them to continue their stories and write a conclusion with their present card.

Debriefing:
1) Ask students to share their stories.
2) Does your story have a title, beginning, body, and conclusion?
3) What personal experiences motivated the writing of your story?
4) Have you been to the place on your postcard?
5) If so, did that experience influence your story?

Suggestion 3 - "Categories":

1. Give each student a postcard.

2. Ask students to move around the room and place the postcards in any category they wish. They can look at each others' postcards and, as a group, decide what categories to form. The postcards can be grouped/piled on desk tops. For younger students you might wish to use the word "group" instead of "category."

3. Ask what categories they created and have students show which postcards they placed in the categories.

4. Next, ask students to create completely different categories and rearrange their postcards in the new categories.

5. Again, ask what categories were created and which postcards were placed in these categories.

Debriefing:

1) What is a category?
2) What other categories could be created?
3) How did you decide which categories to choose?
4) Which category interested you most?
5) Which categories would be most useful to you in learning about Colorado?

Suggestion 4 - "Choosing Pictures":

1. Tell students they are to act as if they are a committee deciding what pictures of Colorado are to be included in a book to be read by people in other states. From the packet of postcards, they are to choose three (only three!) to include in the book. In other words, "Which three pictures best represent Colorado?"

2. Allow about 10 minutes for group decision making. You might want to have students vote on rank ordering their choices.

3. Ask what three postcards were chosen and why?

4. Contact a group of students in another state. Send them the postcards and have them follow the same procedure as outlined in steps 1-3 above. Then, ask them to send back the postcards to your class, along with their responses.

(Optional) 5. Exchange postcards with students in another state and reverse the procedure outlined above.

Debriefing:

1) Compare the two group responses, your class and the out-of-state class. How do you account for any differences in choice?
2) From the choices the other class made, what do you think are some outsiders' perceptions on Colorado?

Suggestion 5 - "Map Collage":

1. Obtain four or five highway maps from the state highway department. You may obtain them for no cost by writing to the State Department of Highways, 4201 E. Arkansas Ave., Denver, Colorado 80222. (Note: Look ahead to Colorado Map Activities which requires a map for every student in your class. You may wish to order a sufficient quantity at this point.)

2. Ask students to break into groups of five to ten each, and give each group a highway map and a stack of 10-15 postcards of Colorado.

3. Ask students to locate the postcard scenes on the map and place each card on top of its appropriate geographic location.

4. Ask students to circulate around the room and examine other groups' map collages.

Debriefing:

1) What did you notice about how the postcards were located on each map? (Since postcards of Colorado advertise the mountains, certain attractions along the eastern slope of the mountains, and a few places in western Colorado, the maps will reflect these biases. Students are usually quick to point this out.)
2) Are postcards good, representative data about a state? (They are designed for tourism, they are intended to show only the attractive parts of Colorado, and they leave out much of what the state is all about.)
3) What other sources of pictures would you suggest to depict Colorado besides postcards, if your motive is to show what Colorado is "really" like instead of to attract tourists?

THIS IS A FUN-TO-DO QUIZ IN WHICH STUDENTS LEARN NAMES OF COLORADO'S CITIES AND TOWNS BY RESPONDING TO CERTAIN CLUES.

Title: COLORADO PLACE NAMES

Introduction: As a part of introducing students to their state, this activity provides a quiz format for learning the names of some of Colorado's towns and cities. The best part of the activity is the students making up their own clues and quizzing each other.

Objectives:

To learn some Colorado cities and towns by providing key clues.

To spur student imagination and build their verbal and map reading skills by devising their own clues.

Grade Level: 3-12

Time: 1½-2 hours

Materials: Handout 2, Colorado Cities and Towns; Colorado Highway maps (refer to address in "Colorado Postcards Activities" to obtain free copies of the maps)

Procedure:

Step 1. Distribute one copy of Handout 2 to each student. Without using a map, see how many of the cities and towns students can deduce from the clues. This can be done in small groups or as a whole class group.

Step 2. Distribute copies of the highway maps to groups of students and let them determine the answers for any remaining blanks on the handout.

Step 3. Divide your class into two groups (boys vs. girls; one side vs. other side; north vs. south; etc.). Explain that there will be a contest between the two groups. In the next 20 minutes, each group will make up as many clues as they can for place names on the map. The purpose is to challenge the other group (team) and see which group can guess more answers. Teams do not have to stick to names of cities and towns. They could make up clues for Colorado's rivers, mountains, national parks, counties, etc.

Step 4. Ask each group in turn to quiz the other side without using the maps. See which group can get the most right answers!

Answers:

1. Sterling
2. Lyons
3. Cortez
4. Fountain
5. Coal Creek
6. Buena Vista
7. Greeley
8. Rocky Ford
9. Carr
10. Avon
11. Bonanza
12. Kit Carson
13. Wray
14. Windsor
15. Victor
16. Vail
17. Dillon
18. Columbine
19. Jamestown
20. Lakewood
21. Nunn
22. Rifle
23. Eagle
24. Florence, Genoa
25. Boulder

MAPS ARE THE DATA SOURCE USED IN THIS ACTIVITY TO HELP ACQUAINT STUDENTS WITH THEIR STATE.

Title: COLORADO MAP ACTIVITIES

Introduction: This is an opportunity to have your students develop and use some geography and map skills while getting acquainted with Colorado. Seven activity suggestions are provided below for using Colorado maps in the classroom. See how many more ideas you and your students can come up with for using the maps, based on Suggestion 1.

Objectives:

To acquaint students with using some basic map skills--distance, mileage, direction, location, legend, tables, symbols, and coloring.

To provide a fun set of experiences for students to engage in while learning some basic information about their state.

Grade Level: Noted on each activity suggestion

Time: Varies with each suggestion. Generally, most activities take 30-45 minutes.

Materials: One highway map per student. You may obtain these maps free of charge by writing the State Department of Highways, 4201 E. Arkansas Avenue, Denver, Colorado 80222. Suggestion 2 requires duplication of handout 3, Map Questions; Suggestion 7 requires you and/or your students to collect a variety of Colorado maps.

Suggestion 1 - "Brainstorm" (3-12):

1. Distribute a highway map to each student.

2. Divide class into groups of 3-4 students.

3. Instruct students that members of each group are to brainstorm as many ways as they can think of for using the map. Each group should choose a recorder, preferably a student who can write rapidly. The recorders are to list all the suggestions brainstormed by their groups.

   Below is a set of guidelines to be used during the brainstorming. It is a good idea to write these guidelines on the chalkboard.

Guidelines for Brainstorming

1. Make no negative comments of any idea presented.
2. Work for a long list of ideas--the longer the list of ideas, the better.
3. Build upon each other's ideas; take off from other ideas wherever possible.
4. Encourage zany, far-out ideas.
5. Recorders: record each idea, using a key word or phrase.
6. Our time limit for the brainstorming session is four minutes. It will be strictly upheld.

4. After the brainstorming, allow a few minutes for groups to tell what ideas they came up with.

Follow-up: Important! Allow enough time to actually let the class do three or four of the students' suggestions. One way to carry this out is for each group to reach agreement on what they think is the best idea on their list. Then, allow time to let the class do the "best" idea of each group.

Note: You may pick up some neat suggestions from the students for using maps later. Perhaps, you could use a tape recorder or simply collect the groups' lists at the end of the session.

Suggestion 2 - "Locate with Clues" (4-9):

1. Distribute one map to each student.
2. We suggest that the activity be performed in pairs, but it can also be done individually. If you choose to pair off students, then organize the pairs now.
3. Distribute copies of handout 3, Map Questions, to each student or one copy per pair. Instruct students to answer as many questions as they can, using the maps to find their answers.

Answers:
1. Aspen
2. Shoshone
3. Kit Carson
4. Dinosaur National Monument
5. El Paso
6. Western portion of Colorado
7. Florissant Fossil Beds

8. Rocky Mountain National Park
9. I-70; I-25
10. From Leadville to Fairplay (63 miles)
    From Greeley to Castle Rock (82 miles)
    From Pueblo to Las Animas (83 miles)
    From Craig to Grand Junction (152 miles)
11. Fairplay (81 miles)
    Sterling (125 miles)
    Walden (143 miles)
12. Briggsdale
13. Anton
14. Antero Reservoir
15. Karval

Suggestion 3 - "Spanish Place Names" (7-12):

The idea behind this activity is to illustrate the large impact that Spanish and Mexican culture have made in Colorado. The length of the lists students generate is usually sufficient to graphically make this point.

1. Pair off all your students. Distribute one map to each pair of students. Ask one student in each pair to act as a recorder.

2. Set a time limit of five minutes, and stick to it. Tell students that within the five minutes, each pair of students is to list all the Spanish place names that they can find on the map. Start them at a set time, and say, "Go!"

3. Ask pairs to count how many names they have listed. Find out which pair has the longest list.

Debriefing:
1) How many students have names on their papers for which they are not sure of the origin? You may have to subtract some place names from some of the lists after determining correct name origins.
2) Some of the lists will be quite long. Ask students what so many Spanish place names in Colorado means to them. (Some students may respond that Spanish influence seems very strong in Colorado. They're right!)

Suggestion 4 - "Trace a Route" (3-12):

1. Give each student a pencil and a map.

2. Three "trips" are listed below for which students are to use their pencils and draw two routes: (1) the shortest route between the two towns by highway, and (2) the most scenic or prettiest route between the two points by whatever means of transportation they want to choose.
   A - Denver to Durango
   B - Burlington to Fairplay
   C - Montrose to Loveland

Note: The second task, drawing the most scenic route, is going to be difficult for students who are not very familiar with the state. Therefore, do not insist upon it. Rather, encourage students to do as much as they can, based on any knowledge they have of Colorado plus what the map suggests in terms of topography, sites, national forests, rivers, places to visit along the way, etc.

Suggestion 5 - "Plan a Vacation" (3-12):

1. Distribute one map to each student.

2. Tell the students that they are to choose three places they would like to visit in their state (no more than three). After students have decided on three places, they should write them down on a sheet of paper.

3. Tape another copy of the map to the wall. Write the names of the students next to those places they choose on the map.

4. Ask students why they made the choices they did. Which places were most often chosen? Why?

Suggestion 6 - "Testing Your Map Knowledge" (4-12):

1. Distribute one map to each pair of students.

2. Ask the pairs what information they can get from each of the following parts of the map:

   1) Legend
   2) Colorado index
   3) The map itself
   4) Mileage table
   5) City maps
   6) Points of interest
   7) Information for motorists
   8) Other parts of the map

Suggestion 7 - "All Kinds of Maps" (4-12):

1. Collect as many different kinds of maps of Colorado as you can: highway, topographical, railroad, national forest, agricultural, tourist, historical, etc. Ask your students to help collect them. We suggest the following places to help in your collecting:

   Historical Society of Colorado
   14th and Sherman Streets
   Denver, Colorado 80203
   303-892-2069

State Highway Department
4201 E. Arkansas Avenue
Denver, Colorado 80222
303-757-9011

Map Sales
Branch of Distribution
U.S. Department of Interior, Central Region
Denver Federal Center
Box 25286
Denver, Colorado 80225
303-234-3822

Colorado Hospitality Center, Visitors Bureau
225 West Colfax
Denver, Colorado
303-892-1112

Colorado Railroad Museum
17155 West 44th Avenue
P. O. Box 641
Golden, Colorado 80401
303-279-4591

2. Use masking tape to tape up the various maps around the room.

3. Ask students to circulate around the room and examine the maps.

4. Focus a class discussion on the following points:

   1) Why do we need all these different kinds of maps? What are some of the differences among them?
   2) What kinds of information are best obtained from which maps?
   3) Ask your students to each make up a task or set of questions that pertains best to only one of the maps posted.

SECTION TWO

YOUR COMMUNITY IN COLORADO

THIS IS A SET OF GUIDELINES FOR STUDENTS TO USE IN WRITING OR COMPILING A HISTORY OF THEIR TOWN OR COMMUNITY.

Title: WRITING YOUR COMMUNITY'S HISTORY

Introduction: Personalizing history, bringing it "closer to home," for students is suggested in two different ways in the first two activities of Section One. This activity is a continuation of that effort. Becoming a do-it-yourself historian is part of bringing history to life. Another part lies in collecting information about one's more immediate environment--the community. This activity combines both of these elements.

Objectives:

To research and write the history of students' communities.

To personalize the study of the history of Colorado and the community.

Grade Level: 4-12

Time: 2-3 days minimum

Materials: Handout 4, Guidelines for a Community History; cassette tape recorders and blank tapes, if possible

Procedure:

Step 1. Divide students into groups of four or five. We suggest that you only ask interested students to do this activity. We do not advise requiring all students to get involved. Distribute a copy of handout 4 to each interested student. If possible, see if you can make available to the students both a portable cassette tape recorder with blank tapes plus a polaroid camera with film.

Step 2. Allow at least 20-30 minutes for groups to plan, assign tasks, etc. Make yourself available for student questions. (Depending on your school's regulations, the collection of the information will have to take place either during or outside of class time.)

Step 3. Be sure to allow adequate class time for groups to transcribe, edit, and write their histories.

WE STRONGLY RECOMMEND THAT THESE HISTORIES BE PUBLISHED, USING WHATEVER SCHOOL FACILITIES ARE AVAILABLE (COPIERS, DITTO MACHINES, TYPEWRITERS, MIMEOGRAPH MACHINES, ETC.). THE BOOKLETS COULD THEN BE SOLD AT COST IN SCHOOL AND IN THE COMMUNITY TO COVER THE PRINTING EXPENSES. (THE PUBLISHING MAKES THE ACTIVITY A MODIFIED "FOXFIRE" PROJECT.)

STUDENTS USE THEIR TOWN'S CEMETERIES TO DELVE INTO LOCAL HISTORY.

Title: HISTORY IN THE GRAVEYARD

Introduction: Cemeteries are fascinating places. They can tell us much about our community, especially its past. If you have never taken a group of students to a cemetery, you will find that it will be an interesting experience for most of your students.

As a way of getting into community history, the cemetery provides a wealth of information: the ethnic makeup of the early community; facts about longevity in the old days; when both natural and man-made disasters might have occurred; the family structure of our society; who is famous in the community's past; the occurrence of wars and their impact on the town or community; religious beliefs of ancestors; values of people who settled in the community; etc. The information your students gather in this activity can also help those students who chose to write a history of their community in the "Writing Your Community's History" activity. Have fun!

Objectives:

To gather historic data about local communities from information available in cemeteries.

To let students select their own task for the cemetery visit, such as making grave marker rubbings or interviewing the caretaker.

Grade Level: K-12 (depending upon which tasks you and your students choose to do)

Time: 2 hours minimum, another 1 hour for debriefing

Materials: Handout 5, Cemetery Tasks

Procedure:

Step 1. Call your local cemetery ahead of time and tell them about your desire to have your class visit. Ask if rubbings of the gravestones can be made. Depending on your own judgment or school requirement, you might want to set up some sort of parental permission system for the trip to the cemetery. Some parents may object simply because they do not understand that you are visiting the cemetery for local history purposes. Others may have personal reasons for denying permission.

Step 2. Distribute one copy of handout 5 to each student. Tell students to choose at least one of the tasks to do. They may wish to do more than one task or invent their own.

Debriefing:

1. Display rubbings around the room and ask students to talk about them.

2. What did you learn about your community's past from the cemetery visit?

3. What are your personal feelings about cemeteries? How do they make you feel? Sad? Happy? Depressed? Serene? At peace? Nervous?

A VITAL PART OF LEARNING ABOUT THEIR COMMUNITY'S HISTORY IS GETTING THE STUDENTS OUT OF THE CLASSROOM AND VISITING PLACES. THIS ACTIVITY OFFERS SOME SUGGESTIONS FOR DOING SO.

Title: GOING PLACES

Introduction: Nothing works so well in getting students interested in their town or community as providing opportunities for field visits. Below are some suggestions for maximizing the experiences.

Objectives:

To visit a local site of historic value in the community.

To take students on an educational field trip in the community, and assign them tasks to do during the trip such as photographing objects or collecting handouts.

Grade Level: K-12

Time: Varies, depending on site chosen to visit and your own time constraints

Materials: For teachers living in the metro Denver area, HISTORIC DENVER FOR KIDS* by Barbara A. Smith is a must. It contains 70 possible sites to visit and gives all necessary information for arranging the visits. All you need is one copy for the teacher or leader.

For teachers and students outside the Denver area, a few minutes of brainstorming with your students should produce an adequate list of possible places to visit.

Procedure:

Step 1. Once you have chosen a site you want to visit, you might want to suggest one of the following things for each student to focus on while at the site:

1) Take along a tape recorder and record the interesting sounds you hear.
2) Take along a polaroid camera and take pictures of the site and the class in the setting.

*Available from Center for Teaching International Relations, University of Denver, Denver, Colorado 80208, telephone 303-753-3106 ($2.50 plus $.35 postage).

3) Find out all you can about three things that interest you most at the site.
4) Find three things you would like to take home with you.
5) Bring back a piece of evidence (pamphlet, photo, post-card, etc.) to prove that you were there.
6) Count how many things there are at the site that you think are very old.
7) What makes the place different than any other place you have ever visited?
8) Were there any times you felt uncomfortable during the visit?

Step 2. At the end of the visit, back in the classroom, share feelings and thoughts with each other. The suggested "tasks" would make a tidy format for debriefing the experience.

Follow-up:

Visit as many places as you possibly can. This kind of history "sticks" with students.

THIS ACTIVITY PROVIDES A SERIES OF TASKS FOR STUDENTS TO PERFORM IN THEIR COMMUNITY. IT IS DESIGNED TO HEIGHTEN THEIR INTEREST IN THE PEOPLE AND PLACES AROUND THEM.

Title: COMMUNITY ACTIVITIES

Introduction: Any classroom is filled with a variety of personalities and interests in the students. Hence, it seems appropriate to suggest a variety of activities that students can do in their community. The format of this lesson provides for that variety.

Objectives:

To increase student interest by performing activities in the community.

To allow for individual differences of students by providing a variety of activities for them to choose from.

Grade Level: Varies with each handout activity

Time: Varies with handout activities; allow 1 hour minimum to debrief

Procedure:

Step 1. Distribute a copy of the handout to each student.

Step 2. Ask them to choose at least one of the activities on the handout to do. Explain that they may do the activities alone or with someone else in the class.

Step 3. Allow plenty of time after students have completed the activities to share their experiences.

SECTION THREE

COLORADO: ITS CULTURES AND THE WORLD

THIS ACTIVITY IS DESIGNED FOR STUDENTS TO GATHER DATA ABOUT THEMSELVES AND OTHERS IN COLORADO REGARDING LIFE STYLES AND CULTURAL BACKGROUNDS.

Title: COMPARING LIFE STYLES

Introduction: Colorado is a multi-ethnic, multicultural state. Students had some exposure to this fact if they participated in the "Spanish Place Names" portion of the Colorado map activities. This activity is designed to introduce students to the great variety of life styles and practices within Colorado.

Objectives:

To collect information and reflect on students' own life styles.

To collect information about students in other parts of the state.

To compare life styles of students across the state.

Grade Level: 4-12

Time: 2-3 hours

Materials: Handout 7, My Life Style; Colorado Education Association (CEA) school directory for the state of Colorado (check in your school's office, most principals have a copy of the CEA directory).

Procedure:

Step 1. Distribute copies of handout 7, My Life Style. Ask students to fill in the information called for.

Step 2. Allow time to discuss differences and similarities among students in your own class. Use discretion in conducting the discussion--avoid making fun of unusual differences.

Step 3. Using the CEA directory, pick out five towns around the state and list the addresses of one school in each town that you can write to for information. Try to get a variety of schools that have the same age-level students as those in your class. Write the names of the schools, addresses, cities, and zip codes of the five schools you've chosen.

Step 4. Run off about 10 copies of handout 7, My Life Style, for each of the five schools you are going to write to. Address envelopes to the grade level in the school that correspond with your class.

Step 5. In each of the five envelopes, enclose 10 copies of the handout and an introductory letter from you that resembles the following:

> Dear Fellow 4th Grade Teacher,
>
> In our class study of Colorado, we are trying to look at the variety of life styles in Colorado. Enclosed please find 10 forms that we would like 10 of your students to fill out so we can make some comparisons with ourselves.
>
> I would appreciate your giving them to students of an Indian, rural, Chicano, Urban, or other background, if possible, for variety.
>
> Thank you for your cooperation.
>
> Sincerely,

Step 6. When you get the forms back from the other schools, pass them around the class and let your students read and compare them with their own sheets.

Discussion:

1. Based on a comparison of our own responses on the handouts with those submitted by others, in what ways are we like our fellow Coloradoans? In what ways are we different?

2. What generalizations can be made about ethnic backgrounds and life styles in Colorado?

3. Is there a "typical" Colorado life style? If so, what is it?

STUDENTS ROLE-PLAY JUDGES IN A CONTEST TO SELECT THE IDEAL "COLORADOAN."

Title: COLORADOAN OF THE YEAR

Introduction: As students learned in "Comparing Life Styles," it is difficult to generalize about the "typical" Coloradoan. This activity asks if there is such a person as an "ideal" Coloradoan. It also asks students to consider what roles life style and ethnicity play in defining what they think is a Coloradoan.

Objectives:

To select the "ideal" Coloradoan, based on students' perceptions of various characteristics.

To assess the role of cultural and ethnic background in selecting an "ideal" Coloradoan.

Grade Level: 6-12

Time: 40-45 minutes

Materials: Handout 8, Candidates for Coloradoan of the Year

Procedure:

Step 1. Ask students to divide into groups of five or six.

Step 2. Distribute one copy of handout 8 to each student.

Step 3. Instruct students as follows:

> "You and the other students in your group have been selected to serve on a state election committee to select the Coloradoan of the Year. On the handout are listed candidates for the award. You and the rest of your group must be unanimous in your decision to choose the one best candidate for the honor. A spokesperson from your group should explain to others in the class why each candidate was selected or rejected. Your group has 20 minutes to make its decision."

Questions:

1. What qualities were most important to your group in choosing a winner?

2. What qualities were least important?

3. If your group could not come to a decision in the allotted time, why not?

4. Which of the candidates comes closest to your image of the ideal "Coloradoan"?

5. How much did life style and cultural background affect your decision?

6. If none of the candidates appealed to your group, what characteristics would you make up for the award?

STUDENTS PUT TOGETHER A TIME CAPSULE ABOUT COLORADO FOR FUTURE GENERATIONS.

Title: A COLORADO TIME CAPSULE*

Introduction: This activity lets students discover some of the impact of Colorado's past on our lives today. What kinds of artifacts about our state do students think are important to preserve for the future?

Objectives:

To decide what items about Colorado seem worth preserving for the future.

Grade Level: 4-12

Time: 2-3 hours

Materials: Handout 9, Time Capsule List

Procedure:

Step 1. Explain to students that they are going to make a list of items for a time capsule for the State of Colorado.

Step 2. Distribute copies of handout 9, Time Capsule List. Break class into four groups.

Step 3. Ask each group to decide what 10 items about Colorado they feel should be preserved.

Step 4. If the class wishes to do so, obtain an airtight container; collect 10 of the objects suggested by the group; and place the sealed capsule with the objects inside a safe place, with instructions that it is not to be opened for five or ten years.

Debriefing:

1. What will future generations learn about us and Colorado from the objects we have chosen?

2. What objects were chosen by each group? Why?

*Adapted from an activity suggested by George G. Otero.

STUDENTS TRACE LINES OF INTERDEPENDENCE WHICH LINK COLORADO TO THE REST OF THE WORLD.

Title: COLORADO: ITS INTERDEPENDENCE WITH THE WORLD*

Introduction: An important goal for students of Colorado and local history is for them to realize that they are also citizens of a global society. A graphic way of illustrating humankind's interconnectedness is to have students locate points of origin for current events about Colorado on a world map, and then to locate other places on the map where those same local items will have economic, political, and/or social consequences. By drawing lines between these points on the map, students should be able to recognize quickly the extent of human interrelatedness.

Objective:

To recognize the extent to which Colorado's news events have regional and global implications.

Grade Level: 7-12

Time: One class period

Materials: One wall map of the world (make certain it is consumable) and a red felt marker

Procedure:

Step 1. Tape map of the world to a wall. Select five news items about Colorado of current importance and list them in capsule form on the chalkboard. Example: "Governor says 'Yes' to oil shale plan."

Step 2. Read aloud the first of the five news items you have listed on the chalkboard.

Step 3. Ask for a student volunteer to come up to the map and locate the place where the news item originated. Then, ask the student to place a red dot at that location. (Your volunteer should remain at the map through step 4.)

*Based on an idea adapted from H. Thomas Collins.

Step 4. Spend about five minutes brainstorming with the class, listing other places in the world and nation where the item could have importance. For the example in Step 1, these might include the Middle East, Latin America, or Washington, D. C. As you brainstorm for these additional geographic links to the original news story, ask your volunteer to place red dots at each location.

Step 5. With a yardstick or ruler, draw red lines connecting the place of origin in Colorado of the news story with the other sites in the world.

Step 6. Repeat the same procedure, Steps 2 through 5 above, for the remaining four news items.

Debriefing:

1. Did the map become cluttered with red lines, so cluttered that you had trouble completing the exercise?

2. What things about how people, places, and events in Colorado are interconnected with people, places, and events in the rest of the world were learned from this exercise? (Possible responses: Colorado's news events have geographical implications reaching far beyond their points of origin; there is a much greater degree of interrelatedness between places and events than people ordinarily realize; decisions in Colorado are dependent upon and have impact on peoples and resources in other parts of the world, and vice versa; items ordinarily considered "Colorado news" often have international dimensions.)

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Note: This bibliography is not intended to be a comprehensive teaching resource list. For such a list we suggest you obtain COLORADO GRUBSTAKE '76: A COMPREHENSIVE COLLECTION OF CURRENTLY AVAILABLE MATERIALS ABOUT COLORADO and its supplement, available from the Colorado Educational Media Association, 5895 South University Blvd., Littleton, Colorado 80121, $3.00.

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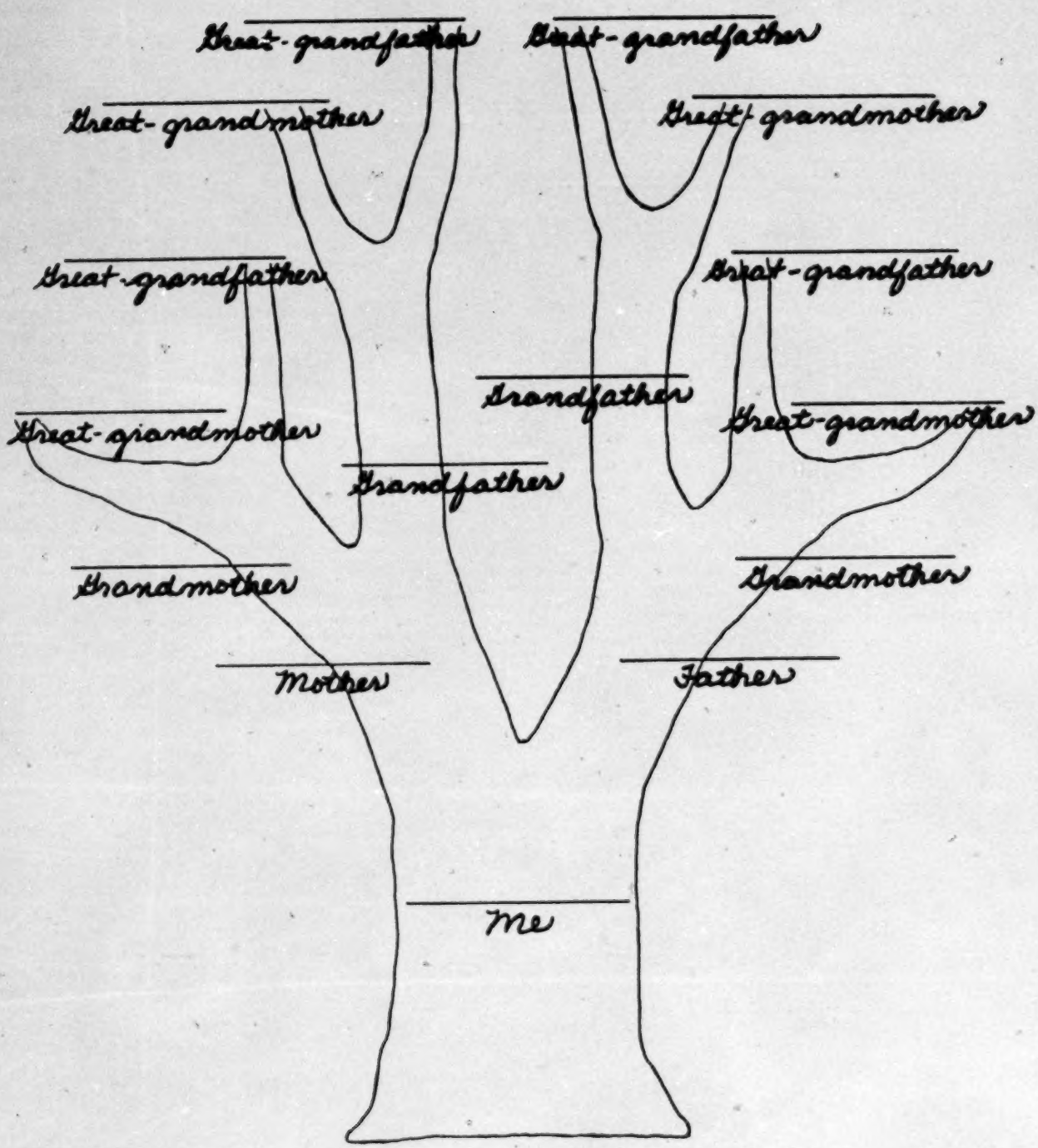
Handout 1

FAMILY TREE



Handout 2

COLORADO CITIES AND TOWNS

1. What "finished" silver is called

_____

2. Wild cat-like animals

_____

3. Name of a famous early Colorado Spanish explorer

_____

4. A place where one can get a drink of water in a park

_____

5. Bituminous and anthracite are types of this mineral, plus a small stream (two words)

_____

6. "Beautiful View" (translation)

_____

7. Newspaperman who said "Go West Young Man!"

_____

8. Another word for stony, plus a brand name of automobile (two words)

_____

9. Another word for an automobile

_____

10. "Ding, Dong, _____ Calling!"

_____

11. Name of famous TV western with the Cartwright family

_____

12. Famous Indian scout

_____

13. A beam of light

_____

14. Queen Elizabeth's family name: House of _____

_____

15. The winner in a battle

_____

16. Traditional facial garment of Arab women

_____

17. "Gunsmoke's" hero, Marshal Matt _____

_____

18. State flower of Colorado

_____

19. Early Virginia settlement

_____

20. Large body of water, plus what trees are made of

_____

21. Not any

_____

22. A gun

_____

23. National bird

_____

24. Famous town in Italy

_____

25. Large rock

_____

Handout 3

MAP QUESTIONS

1. West of Leadville is a town called _____, which is also the name of a tree which grows in the area.

2. East of Glenwood Springs is a place called S H O S _____, which is an Indian tribal name.

3. North of Eads is a town named after a famous scout: _____ _____.

4. Which of the following is Colorado's largest national monument?

   Black Canyon of the Gunnison National Monument

   Dinosaur National Monument

   Great Sand Dunes National Monument

5. This county in which Colorado Springs is located is also the name of a west Texas city: _____

6. The area on the map with the most and highest mountains is:

   Eastern third of state

   Northwest Colorado

   Western portion of Colorado from Denver west to Glenwood Springs

7. West of Colorado Springs are some famous fossil beds known as _____.

8. The largest national park in Colorado is:

   Rocky Mountain National Park

   Mesa Verde National Park

9. The major interstate highway routes through Colorado, both north and south and east and west, are _____ and _____.

10. Which of the following are the fewest highway miles apart?

    From Pueblo to Las Animas

    From Craig to Grand Junction

    From Greeley to Castle Rock

    From Leadville to Fairplay

11. Which of the following towns is closest to Denver in highway miles?

    Sterling

    Fairplay

    Walden

12. This town is an eastern Colorado town located just southeast of Pawnee National Grassland on route 14: B_____.

13. According to the map, which of the following towns would most likely be located in a flatland area?

    Manitou Springs

    Salida

    Creede

    Anton

    Somerset

14. This reservoir is located southwest of Garo Park, Colorado:

_____.

15. According to the map, which town would be least likely to have any close airplane service, either public or private?

Karval

Limon

St. Francis

Denver

Center

Handout 4

GUIDELINES FOR A COMMUNITY HISTORY

Sources: libraries, historical societies, newspaper offices, cemeteries, old-timers, relatives, longtime residents, business people, nursing homes

Suggested Items to Research:

1. In what ways has the community changed over the last 100 years? (If you can find them, it would be a good idea to get some pictures to document your findings.)

2. What kinds of things do people in your community do for a living? For recreation?

3. What are some of the cherished traditions of your community?

4. Find and interview at least three colorful local people about their lives and histories.

5. Is there a town or community hero? Tell about him or her.

6. What is the most historic landmark or building in the community? Tell a bit about its history.

7. What is the most beautiful place in your community? The highest point?

8. Are there any famous historical sites in your town or community?

9. Has there been a town or community villain? Tell about him or her.

10. What problems does your town or community face for the future?

11. Who were the first settlers in your town or community?

12. What historic sites have been torn down in recent years?

13.

14.

15.

Handout 5

CEMETERY TASKS

1. Take a series of grave marker rubbings and bring them back to class.

   Note: Briefly, here's how to make a rubbing. You need a dark colored jumbo crayon, a piece of blank newsprint, and some masking tape. First, tape the blank newsprint to the tombstone. Press the newsprint snugly against the marker or stone. Rub the crayon against the newsprint. (You, of course, need to remove the wrapping from the crayon to do this.) Do small sections at a time. It usually does not take very long to make a good rubbing.

2. Record the ages and decades in which at least 100 people died in the community. This might give you some clues about infant mortality, natural disasters, wars, etc.

3. Find some famous people in the cemetery and record what is on their markers plus anything else you notice about their burial plots.

4. Make as many guesses as you can about the basic beliefs of people in your community, based on the epitaphs and grave symbols you see.

5. Write down 100 last names. What can you tell about the ethnic makeup of the ancestors in your community from these names?

6. Interview the caretaker and ask about the history of the cemetery. What kinds of things impressed him/her over the years?

7. Collect epitaphs and gravestone symbols by writing them down on a piece of paper.

8. From a gravestone, tell all that you can about the person buried there. Do this for several graves.

THINK UP YOUR OWN TASKS

9.

10.

Handout 6

COMMUNITY ACTIVITIES

- Make a map of <u>your</u> community. What are its geographical borders? Why do you call it <u>your</u> community?

- Using a cassette tape recorder, find and bring back sounds that make you feel:

  Angry
  Sad
  Beautiful
  Afraid
  Happy
  Tough

- Prove three ways in which your community is constantly changing. Prove three ways in which your community has not changed and probably will not change.

- Find out (from pictures, interviews, etc.) how a place in town looked in the "olden days."

- Take a series of photographs that tell about an historical event.

- Take a series of photographs and ask someone else to trace the route you had followed.

- Go out and take pictures of conflict in your community.

- Go into your community and bring back evidence for two good changes and two bad changes in the community.

- Prove that something natural occurred in your community.

- Find out who are the three most powerful people in your community.

- Prove that the environment in your community has changed in the last year.

- Make up your own activity to find out something about your community that you did not know before.

Handout 7

MY LIFE STYLE

Name_____

School_____

City_____

1. Church that I and/or my family attend:

_____

2. My father's and mother's occupations:

_____

3. My favorite foods:

_____

4. The language(s) spoken in my home:

_____

5. Generally, the type of housing in my neighborhood (mobile homes, condominiums, apartments, ranch-style houses, etc.):

_____

6. My main social activities include:

_____

7. My favorite pastime is:

_____

8. My town is (check one):

growing in size

staying about the same size

getting smaller

9. My favorite activities are those I do:

indoors outdoors

Handout 8

CANDIDATES FOR COLORADOAN OF THE YEAR

1. Ronald Colby. Ronald has lived in Colorado for three years. His main occupation is skiing in the winter and odd jobs in the summer. Age 23. Unmarried. Finished a liberal arts degree at Cornell University. Hobbies include all kinds of sports, plus posing for VIVA MAGAZINE. No permanent residence.

2. Maria Chavez. Pueblo. Age 50. Lifetime resident of Pueblo. Married with two children. Active in politics and in the League of Housewives. Has written two books on the "glories" of what the Colorado Fuel and Iron (CF&I) mill has done for Pueblo and its history.

3. Margaret McDougal. Denver, Colorado. Age 93. Lived in Colorado for 88 years. Is celebrating her golden wedding anniversary. Can recall the Gold Rush days of Cripple Creek in the early 1900s.

4. James Lightfoot. Age 40. Full-blooded Ute Indian. Has lived on the Ute reservation in southwestern Colorado all his life. Has no wife, currently. Is divorced. Went to Fort Lewis College for an Associate of Arts Degree in Animal Husbandry. Receives most of his income from federal grants made available to Indians. Last year, Mr. Lightfoot led a Ute demonstration against the Bureau of Indian Affairs (BIA).

5. Fred Bateman. Fort Collins. Retired plumber. Active in Kiwanis Club and Chamber of Commerce. Also runs the Sunset nursing home. Was a member of the Ku Klux Klan during the 1920s, but withdrew his membership in the 1930s. Has lived in Colorado all of his life as did his parents on both sides of the family before him. Has written three books on the history of Colorado.

Handout 9

TIME CAPSULE LIST

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

EVALUATION QUESTIONNAIRE

The Center for Teaching International Relations is interested in receiving your comments regarding these materials. Please fill out this questionnaire and return it to the address below.

1. Which of the activities in Teaching about Colorado and Community History did you find most useful and why?

2. Which of the activities did you find least useful and why?

3. What suggestions do you have for improving this book?

If you have materials on Colorado and community studies that you or your school district have developed and wish us to look over and consider for publication, feel free to send us copies.

Center for Teaching International Relations
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EXPERIMENTAL MATERIALS AVAILABLE FROM C.T.I.R.:

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Prices subject to change without notice.
These experimental units are available at cost for purposes of evaluation.

*Forthcoming materials, available Summer, 1977.

You may order these materials or obtain further information about these units by writing to:

Materials Distribution
Center for Teaching International Relations (CTIR)
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